

St. Anthony's Catholic Primary School
'We Grow and Learn with Jesus'

Behaviour Policy – updated May 2019

You should be a light for other people. Live so that they will see the good things you do.
Matthew 5:16

Values and Aims

At St. Anthony's we aim to:

- create a loving school family in which everyone is shown equal respect and value
- promote excellent standards of behaviour and discipline so that the children can 'Grow and Learn with Jesus'
- produce a safe, secure and happy environment where everyone enjoys the learning process
- raise awareness with the children of the importance of mutual respect in the way that they conduct themselves
- raise awareness with the children of the importance of mutual respect by instilling in them a sense of responsibility for their actions.

Objectives

Jesus sets the standards that we want our children to follow by teaching us the importance of:

- self control
- self worth
- respect for others regardless of gender, race, religious belief or ability
- pride in their behaviour, their work and their school.

We encourage the children to develop:

- responsibility for their behaviour
- an understanding of each other
- the ability to think independently
- a sense of fairness
- an understanding of the need for rules
- the ability to respond appropriately in situations.

Code of Conduct

We Grow and Learn with Jesus

- we treat everyone in school with the kindness and respect we would expect ourselves
- we listen to other people and show respect for their views

- we show kindness and consideration when talking to others without using bad language
- we try our best in our work and in our play
- we respect other people's property
- we look after our school by keeping it tidy and caring for the environment around it
- we will respond to advice and requests from adults working in our school family
- we always behave well out of school to show St. Anthony's has the best standards.

Implementation by Staff

All staff will:

- treat all children equally regardless of gender, race, religious belief or ability
- act as good role models for the children
- be alert to inappropriate behaviour and take suitable action
- work as a supportive team, showing sensitivity and consideration to all members of the school community.

Placing Emphasis Upon Excellent Behaviour

At St. Anthony's we pride ourselves on excellent standards of behaviour both inside school during a normal working day or outside school during an education visit. We believe excellent behaviour is an essential part of a good Christian community.

We show that we value excellent behaviour in the following ways:

- verbal recognition of good behaviour from staff
- stickers
- Team Points in Key Stage 2
- Lining up points in Key Stage 2
- Certificates
- 'Well Done Names'
- 'Polite Stickers' for Infant children
- 'Pupil of the Week'
- Well done certs in Keys Stage 1
- Table Points
- writing to, or speaking with, parents
- special mention for children in the 'Polite Book' to encourage courtesy around the school.
- Headteacher's Award

Management of Inappropriate Behaviour

Teachers from Nursery to Year 6 will employ a range of strategies to manage inappropriate behaviour through their daily activities. The style of management will depend upon the year group or child involved but specific strategies might include:

- talking to the child either during or after the activity
- 'time out' on a chair in the classroom

- discussing matters with a group of children if more than one child is involved
- behaviour charts to encourage good behaviour
- providing the child with a 'Target Book' to promote and support positive behaviour
- sending a child to an appointed 'Link Class' to allow for a period of 'time out' (see Appendix 1)
- informing parents either verbally or by letter of improvements in their child's behaviour.

Every strategy is employed in the light of our Mission Statement, "We Grow and Learn with Jesus". We recognise the importance of managing children in a fair and just manner so they may grow both spiritually and morally as Christians. We encourage them to *learn* from incidents or situations.

Planned support is given to children who have been identified as having specific emotional and behavioural difficulties (EBD) or other special educational needs (SEN) which may be linked to poor behaviour. Pastoral support programmes are in place for those children who are at risk of permanent exclusion to help manage behaviour.

The school works with other agencies, such as the Educational Psychologists, Social Services, the Health Service, Police, SEN advisory teachers and Educational Welfare Officers when appropriate.

Unacceptable Behaviour

Unacceptable behaviour is defined as behaviour that:

- causes another person distress or upset in such a way that undermines their learning and enjoyment of school
- causes danger to others
- causes deliberate damage to school or personal property
- causes insult and offence.

Unacceptable behaviour is manifested in the following ways:

- not keeping the Code of Conduct
- use of inappropriate language that causes hurt, distress or insult
- display of rudeness, defiance or aggression (including biting, hitting, kicking, spitting) to other members of the school community
- stealing
- actions that endanger the safety of individuals or larger groups
- use of language or actions of an inappropriate sexual nature
- consistent disruptive behaviour
- use of offensive racist actions
a 'racist action' is defined as '*any incident which is perceived to be racist by the victim or any other person*'. Taken from The Stephen Lawrence Enquiry – The McPherson Report 1999. (See separate policy)
- bullying
'bullying' is defined as being 'premeditated, deliberate hurtful behaviour repeated over a period of time where it is difficult for those being bullied to defend themselves' DfE. (See Separate Policy)

- discrimination and social exclusion because of disability
- drugs related incidents (please refer to our drugs policy)
- mobile phone and IT abuse using the internet

Procedure for dealing with unacceptable behaviour

In the majority of cases staff will be able to manage behaviour using their own professional judgement and experience.

When an incident of a more serious nature takes place and is deemed to include unacceptable behaviour by the teacher, **some or all** of the following steps will be followed.

1. Number of verbal warnings from the adult in charge.
2. Child is sent to a 'Link Class' for a short period of time.
3. Child must report to either Katy, Melanie or Martin to discuss the behaviour. **In some cases** the child may be asked to give her or his side of a specific incident in writing.
4. If it is deemed necessary, Katy or Melanie will see an **Infant** child's parent(s) for an informal discussion at the earliest appropriate time, e.g. at the end of the school day. Elaine, Katy, Melanie or Martin may issue a Behaviour Report form, which the child must fill in and have signed by her or his parent(s). The Behaviour Form will be kept in a Behaviour File.
5. The child will be sent to the Deputy and/or Headteacher who will, if appropriate, write to the child's parents.
6. The Headteacher will call in the parents to discuss their child's behaviour.

Please note that it is only in the most serious circumstances that all six steps are followed.

The Headteacher reserves the right to exclude a pupil in response to a serious breach of the school's Behaviour Policy and if allowing the pupil to remain in school would seriously harm the education of the pupil or others in the school.

In every case the reprimand will focus upon the inappropriateness of the child's behaviour and NOT personal criticism of the child.

Policy for Managing Unacceptable Behaviour at Break and Lunch Times

We understand that at Break and Lunch times children require careful management and close supervision so it is during such times that we place great emphasis upon appropriate behaviour.

Our Midday Supervisory Assistants (MSAs) play an important role in ensuring Break and Lunch times are a safe and enjoyable period of the school day for *all* the children.

If MSAs identify unacceptable behaviour they will use the following procedure:

1. Verbal warnings.
2. Speak to the child's teacher and/or speak to the Key Stage Coordinator depending upon the severity of the behaviour. Katy, Melanie or Martin will then follow from

step 3 in the above section entitled, “**Procedure for dealing with unacceptable behaviour**”.

3. In more serious cases the MSA shall report the child directly to the Deputy or Headteacher who will follow Steps 5 and/or 6 in the above section entitled, “**Procedure for dealing with unacceptable behaviour**”.
4. The MSA will record any incident in the MSA Log Book and report it to the Supervisory Assistant (SA).

Penalties for Inappropriate Behaviour

If our school community is to function as a safe, orderly and happy learning environment it is important that there are penalties for inappropriate behaviour. However all penalties must be seen in the light of our Mission Statement, “We Grow and Learn with Jesus”, so that in being sanctioned children are able to **learn** the effect their behaviour had on members of the community so as to avoid repeated incidents. If children are able to learn, the community as a whole will **grow** and thrive. Penalties for inappropriate behaviour may be:

- temporary removal from their immediate group
- carrying out extra work or work that should have been finished
- carrying out a useful task around the school
- letters or phone calls made by teachers to parents to discuss the matter.

Behaviour Report Forms

Behaviour Report Forms are kept by the Key Stage Coordinators.

Class teachers will keep behaviour records on individual children where appropriate.

Training and Support for Staff

We believe that it is very important that new and existing staff are kept up to date with current developments in behaviour management and are fully trained to deal with any behavioural issue that might arise. For this reason all staff members will have opportunities to attend training days and courses.

Home/School Partnership

Parents play an intrinsic part in the promotion of good behaviour at school and it is for this reason that a Home/School Agreement is very important. At St. Anthony’s a Home/School Agreement is in operation and behaviour management forms a part of this Agreement.

So that we can all work as part of a team in the management of our children’s behaviour, it is essential that parents keep the school informed of:

- any behaviour difficulties they are experiencing at home
- a specific event or trauma that would affect the child’s behaviour or performance in school e.g. family bereavement or illness
- a significant behavioural incident that happened in school that affects the child’s performance and enjoyment of her or his learning.

It is essential that in addressing behavioural issues within school, parents liaise directly with the child's teacher in the first instance.

Parents who have concerns and questions regarding a behavioural incident or matter relating to their child can make an appointment to see their child's teacher who will be happy to discuss such issues. If an issue cannot be resolved in this way, either the parent or class teacher can obtain further assistance from the relevant Key stage Coordinator. If the problem remains unresolved it should then be referred to the Headteacher.

The school can offer support to parents who wish to learn about behavioural issues.

Monitoring, Evaluation and Review

The staff and governing body will review this Policy regularly. All members of the school community will be asked to comment on the effectiveness of the Policy and their comments will be considered.

The effect of this policy is monitored across all ethnic groups.

The Headteacher will publicise the policy annually through the school newsletter, notice board and website.

Appendix 1

LINK CLASSES

	In the morning	
Reception	_____	Nursery or Reception
Year 1	_____	Year 2
Year 2	_____	Year 1
Year 3	_____	Year 4
Year 4	_____	Year 3
Year 5	_____	Year 6
Year 6	_____	Year 5

Appendix 2

Management of behaviour that falls outside normal parameters

At St. Anthony's we set the highest standards for our children's behaviour but we recognise there will be children whose behaviour will fall outside normal parameters and will have to be dealt with accordingly.

If a child displays a consistent pattern of disruptive behaviour we will take some or all of the following steps as appropriate:

- meet with the child's parents to agree a way forward
- arrange regular meetings with parents to review progress
- involve suitable outside agencies
- recruit the support of other staff members
- work with other children in the class to form a network of support
- devise a structured action plan to include achievable targets, sanctions and rewards
- ensure a consistent approach on transition to the next year group.

All these measures are taken in line with our Mission Statement to improve the child's behaviour and enhance the learning of others.